Wantirna College Independent Reading program

**Lesson One**

**Aims:**

* To introduce students to the magical world of reading
* To highlight the need and importance of reading in life
* To acknowledge the inner voice
* Recognise comprehension strategies
* Highlight the need of active literacy in the classroom

**Objectives:**

* Listen, understand and respond to power point about reading
* Rule up a reading record sheet
* Introduce 3 strategies for( t-s, t-t, t-w, )
* Listen to the teacher and observe the modelling of strategies
* Apply the strategies and respond in the reading journals

**Resources:**

* “Strategies that work” Goudvis and Harvey
* Reading ppt.
* Short story collection “The Girl who married a Fly”
* Story used “Jammin”

**Lesson Outline**

* Introduce reading lesson by putting up learning intentions
* Outline steps on board
* Display and present PPT on ***The Benefits of Reading*** to students
* Create opportunity for questions and short discussion
* Organisation of folders /exercise books for program and reading log
  + Use the following forma-> Author –Title - Pages read-Date
* Highlight that there will be 10 minutes sustained silent reading at the start of every class and fortnightly reading strategy lessons that will form part of this program
* Explanation of a reading conference
* Project ***Making Connections*** information on the board for the students
  + In particular focus on the ***3 strategies( t-s, t-t, t-w)***
  + Instruct students to copy definitions into their folders
  + Explain and clarify meaning of strategies
* Students are instructed to listen to the teacher as she reads the short story **“*Jammin*”** from the short story collection ***“The Girl Who Married a Fly”***
  + Discuss plot
  + Demonstrate ***(t-s)-***reminds me of the demands of training for professional sport/ daily routine
  + Now demonstrate how to apply the text to text strategy ***(t-t).*** Reminds me of Coach Carter (The film)
  + Finally demonstrate knowledge of text to world ***(t-w).*** Focus on demands of professional sport and drugs taken for performance enhancement.
* Proceed to ask open ended questions: e.g. Are there any other connections someone would like to share?
* Apply three strategies to your reading and write your responses in your books.

**Lesson Two Introducing more comprehension strategies**

**Aims:**

* to link the learning made during previous reading lessons on the 3 personal connection strategies
* to introduce new strategies to the to the students predict, visualise, personal response, question, infer, summarise
* to encourage deeper thinking about reading
* to develop the passion of students to the point of “ I can’t wait to find out what will happen next!”

**Objectives:**

* achieve an understanding of the importance of voice intonation, expression and fluency in reading
* understand the reasons and purposes of reading
* connect our prior learning and learn about the six new strategies
  + apply and use these strategies with the text “Lamb to the slaughter” by Roald Dahl

**Lesson Outline**

* Specify the learning intentions for the class by referring to objectives
* Begin the class with the usual ten minutes quiet reading and students to fill out reading logs
* Re-cap previous three strategies( t-s, t-t, t-w)
* Ask students to demonstrate their knowledge of the above three strategies by posing open ended questions. E.g. ‘what strategies assist us when we read?’ In this way we can connect prior learning and students have the opportunity to listen to each other
* Begin lesson by explaining to students that we will begin our lesson today by reading another short story by Roald Dahl “Lamb to the Slaughter”
  + Ask students to see if they know any other titles by this author
  + You might like to refer to the following information and place this on the board.

**AUTHOR INFORMATION**

**Roald Dahl- 1916-1990**

* Norwegian parents
* Served in the British Royal Air Force
* Rose to prominence in the 1960’s
* One of the world’s best-selling authors and has written books for both adults and children
* Books include “James and the Giant Peach”; “Charlie and the Chocolate Factory”; “Matilda”; “Fantastic Mr Fox”

**Instructions**

* Handout information on the ***Prediction Strategy***. Have students read out the information out aloud. Discuss the content and then refer students to the highlighted sections. They are to copy out the key points of “prediction in their reading journals. Once they have completed this task ensure that you check their journals as you walk around the classroom.
* Now project the story on the board and begin to read it out to the students. Place emphasis on voice intonation and expression modelling to students how a text can be interesting in this way.
* Choose students to continue to read the next part of the story and monitor their expression and complement them as they try to read in a purposeful way.
* Pause after the section “sit down…..”
* It is time to ask students to come up with two predictions about what they think will now happen in the story
* Insist that they also think about what *clues* are evident to support their thinking
* Read two more lines then hand out sheet on ***visualising***
* Follow same procedure, involve the class to read through the content on *visualising* and explain what this means and how to visualise
* Instruct the students to copy out the highlighted parts into their reading journals
* Continue to read till the end of the page “Go on…..”
* Now ask the students to draw a picture of what they imagine in order to represent the use of the *visualisation strategy*
* Continue to read till “So I’ve killed him…”
* Now refer to the ***questioning strategy handout***
* Read and clarify to students the importance of asking open ended appropriate questions
* Select students to read out to the class the information on the *questioning techniques*
* Instruct students to come up with 3 questions about the text so far. Write down the “W” question prompts for students and encourage students to begin their questions with “Who, what, when, where, why and how…”
* Continue to read to “Quietly singing to herself…”
* Refer to the ***Inference sheet*** now
* Once again read this out aloud with the students and encourage them to participate
* Ask them to copy highlighted definitions on inference
* It is helpful if you ask them to think about three things that puzzled them by this point of the story
* Students to list their *inferences* in their reading journals
* Now refer to the ***summary information strategy sheet***
* Once again read it out with the students and instruct them to copy down the highlighted areas
* Ask students to write a short *summary* of the story as they remember it from start to finish in their journals
* Finish with the ***personal connection strategies***. Student should remember how to apply these. Instruct them to also write their answers in their reading journals

**Conclusion**

* Check that all strategies have been listed in reading journals
* Rotate through the class and ask students to share responses from all the strategies covered today
* Ask students to think about how their thoughts may have changed during the course of their new learning and how this in turn may also be influenced by their background knowledge (Schema) Consider why?
* Consider if their predictions were accurate
* Congratulate them on their new learning.